DOCUMENT RESUME

ED 373 874 PS 022 530

AUTHOR Van Cleve, Tamara Gracy Toy
TITLE Lowering the Attrition Rate of Single-Parent Community College Students Enrolled in Child Development through Assessment of Their Special Needs.
PUB DATE 94
NOTE 139p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Community Colleges; Early Parenthood; Economically Disadvantaged; *One Parent Family; *Parent Education; *Self Esteem; Social Support Groups; *Special Needs Students; *Student Attrition; Two Year Colleges; *Two Year College Students
IDENTIFIERS Fresno City College CA; Parent Child Development Centers

ABSTRACT

This practicum's goal was to lower attrition rates of single parents in child development classes at a community college by raising each student's self esteem. The subject parents: (1) had at least one child under age 6; (2) were eligible for educational opportunity grants; (3) were recipients of Aid to Families with Dependent Children (AFDC); (4) were single heads of households; (5) became parents during the teen years; and (6) were enrolled in child development classes. As a measure of progress, the practicum sought to analyze journal entries for changing themes, establish an information center and survey the students on its use, foster participation in a support group, and lower attrition by 15% in the child development classes. Analysis of journal entries indicated an increase in positive self-confidence in 10 of 25 students. The objective of establishing an information center was not met; however, a successful support group was established. The final goal of lowering the attrition rate was not fully met because the attrition rate decreased by only 9% instead of 15%. (Appendices include journal and child study assignments, frequently asked questions on child development, materials from a workshop on gangs, sources of stress for children, and a list of child needs for good mental health.) (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X The document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 373 874

LOWERING THE ATTRITION RATE OF SINGLE-PARENT COMMUNITY COLLEGE STUDENTS ENROLLED IN CHILD DEVELOPMENT THROUGH ASSESSMENT OF THEIR SPECIAL NEEDS

By

Tamara Grace Toy Van Cleve

Cluster 33

A Practicum II Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova Southeastern University

1994

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Tami T. VanCleve
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 022530

BEST COPY AVAILABLE

PRACTICUM APPROVAL PAGE

This Practicum took place as described.

Verifier: Joan Newcomb

Joan Newcomb

Acting Department Chair
Title

Fresno, California
Address

May 16, 1994
Date

This Practicum report was submitted by Tamara Grace Toy Van Cleve under the direction of the advisor listed below. It was submitted to the Ed.D. program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

June 7, 1994
Date of Final Approval of Report

Mary Ellen Sapp
Mary Ellen Sapp, Ph.D.
Advisor

ACKNOWLEDGEMENTS

First and foremost I wish to acknowledge the four women in my family that have had a profound influence on my development.

To Grace Toy, my paternal grandmother, my mentor, the person for whom I was named, and from whom I learned the meaning of having chutzpah. I thank you for modeling a strong work ethic, determination in the face of adversity, perseverance, initiative, and instilling in me both the meaning and value of family.

To the following three women who were all educators and pioneers and who inspired me to develop to my fullest potential.

My paternal grandmother, Bertha C. Yee, who was the first Asian woman to establish and run a Chinese school in Oakland, California;

My maternal aunt, Gladys Yee Chew Peng, who was the first Asian administrator in the Sacramento Unified School District and,

The Rev. Mrs. Fran Toy (Rev. Mum), who is the first female Asian American Episcopal Priest in the worldwide Anglican Communion. She also happens to be my mother and friend.

Second, to the men in my family I thank:

My brother, Glendon George Toy, for being caring, supportive, and allowing me to live through my turbulent early years;

My father, Art Toy, for teaching me to see the humor in any situation, that there is a light (no matter how dim) at the end of every tunnel, and three very important virtues: patience, understanding and acceptance; and

My husband and best friend, Mark Van Cleve, not only for his love, friendship and unconditional acceptance, but also for his support, dedication, commitment, and endless computer knowledge at 3:00 in the morning.

I wish to also thank Jeannie Harrell, my master's Practicum advisor and doctoral oral interviewer, who gave me the support, courage and confidence to apply for the doctoral program and knew I could complete my goal.

Last, but certainly not least, I wish to thank Dr. Mary Ellen Sapp, without whose patience, guidance, knowledge and rewrites, I would not be graduating.

Each of you have been a part of my life by giving me: a special part of yourself, unconditional love and guidance to facilitate my growth and development from birth into adulthood. My fondest wish would be that you could all be here physically to celebrate "our" accomplishment, but I know you are with me spiritually.

TABLE OF CONTENTS

Acknowledgements iii

Table Of Contents v

List of Tables vi

Abstract vii

Permission Form viii

Chapter

I INTRODUCTION 1
Description of Work Setting and Community 1
Writer's Work Setting and Role 3

II STUDY OF THE PROBLEM 7

Problem Description 7
Problem Documentation 7
Causative Analysis 11
Relationship of the Problem to the Literature 12

III ANTICIPATED OUTCOME AND EVALUATION INSTRUMENTS 17

Goals and Objectives 17
Behavioral Objectives 17
Measurement of Objectives 19

IV SOLUTION STRATEGY 21

Discussion and Evaluation of Possible Solutions 21
Solution Plan 26
Steps and Calendar 27

V RESULTS, CONCLUSIONS, AND RECOMMENDATIONS 53

Results 55
Recommendations 62
Dissemination 64

REFERENCES 65

Appendices 68

A SAMPLE JOURNAL ENTRIES FROM SINGLE PARENTS ENROLLED IN CHILD DEVELOPMENT 68

B FORMER JOURNAL AND CHILD STUDY ASSIGNMENTS 72

C OPTIONAL JOURNAL AND FINAL SELF-ANALYSIS ASSIGNMENTS 77

D QUESTIONNAIRE ADMINISTERED FALL 1993 82

E SUPPORT SERVICES IN THE AREA 84

F MOST OFTEN ASKED QUESTIONS ON CHILD DEVELOPMENT 89

G GANG WORKSHOP 93

H STUDY BUDDIES 115

I SOURCES OF STRESS FOR CHILDREN 117

J WHAT EVERY CHILD NEEDS FOR GOOD MENTAL HEALTH 124

LIST OF TABLES

Table

1 Drop Rates of Single Parents Fall 10

2 Drop Rates of Single Parents Spring 10

3 Drop Rates of Single Parents Fall 60

4 Drop Rates of Single Parents Spring 61

Abstract

Lowering the Attrition Rate Of Single-Parent Community College Students Enrolled in Child Development Through Assessment of Their Special Needs. Van Cleve, Tami T., 1994: Practicum Report, Nova Southeastern University, Ed.D. Program in Early and Middle Childhood.

Descriptors: Single-Parent Students/Re-entry/Support Group/Self-Esteem/Self-Confidence/Education/Community College/Child Development/Gangs/Mental Health/Journals/Support Services/Single-Parenting/Stress/Parenting/Parent Education.

This Practicum was designed to lower the attrition rate of single-parent students enrolled in child development classes at the community college level. It was assumed that through assessing the special needs of single-parent students and providing assignments and programs to meet those needs, there would be a lower attrition rate in the writer's child development classes. As originally designed, the Practicum would have involved only single parents, however all parents became interested and the boundaries were rewritten to include all interested parents during the second semester.

The results were as follows: (a) Analysis of written journals and a self-analysis indicated there was an increase in positive self-confidence and coping skills. (b) A brochure was developed as an educational tool, answering the most often asked questions about child development, and a list of services and supports for parents was compiled. Both items are being used and distributed on-campus. (c) Student-parents participated in a support group and increased their coping abilities and their success in class. Many participants also discovered new friends through the group. (d) Student-parents lowered their attrition rate in child development classes but not at the level anticipated.

The fact that all students wish to participate in the future, that interest has been generated to other instructors and other departments, and that this program will be implemented with parents enrolled in a local school district indicates its success.

Permission Statement

As a student in the Ed.D. Program in Early and Middle Childhood, I do (X) do not ( ) give permission to Nova Southeastern University to distribute copies of this Practicum report on request from interested individuals. It is my understanding that Nova Southeastern University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

May 16, 1994
date

Tamara Grace Tay Van Cleve
signature

CHAPTER I

INTRODUCTION

The setting of the Practicum was a 2-year comprehensive community college designed to meet the diverse needs of the citizens within the four counties that comprise the district. The college is located on the west coast of the United States in a county with one of the highest teen pregnancy rates in the nation.

This county is an area of extremes. While it is one of the richest agricultural areas in the world, and one of the fastest growing areas in the state, it is also one of the poorest and most depressed counties in the state. A rough profile of the population shows a small percentage of very wealthy corporate and individual concerns, a high percentage of poor and near poor, many of whom work in agriculture-based, low wage employment, and a shrinking middle class. Service industries continue to rise in this area, and bring with them yet another kind of low wage employment.

This county is a county in transition. Urban and rural areas alike are experiencing significant annual increases in non-English and limited-English speaking minorities. Many of the traditionally middle income

neighborhoods in the metropolitan area now have low income pockets or have become solid low income areas. It is estimated that between 24% and 35% of all residents in this county receive some form of public assistance at any one time. In some school districts in the rural areas, as many as 90% of the school-age children qualify for free and reduced price lunches.

The 1990 Census reported that children between the ages of birth to 14 comprise 26.9% of the county's total population.

The college opened the on-campus child development center in January 1987. The center is designed to meet the observational and Practicum experiences of students enrolled in the child development courses offered by the college. The center is state licensed and is accredited by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children. The center provides educational care for children from 24 months to 5.11 years of age. The program is also designed to meet the child care needs of the college students and employees as well as the citizens of the community.

The staff and children of the center represent the population of the community. Many of the staff are

graduates of the local 4-year university and the community college itself. The center does not discriminate on the basis of race, color, religion, national origin, or ancestry. Children with special needs are accepted and retained after enrollment on the ability of the center to provide an appropriate program to meet individual needs without any adverse effects upon the other children enrolled. Currently there is a 2-year waiting list for children to be admitted to the Child Development Center.

The participants in this Practicum defined as "single-parent students" included:

individuals with at least one child under the age of six;

individuals who are EOPS eligible (low income and educationally disadvantaged);

individuals who are at least 18 years of age;

individuals who are recipient of Aid to Families with Dependent Children (AFDC);

individuals who are a single head of household;

individuals who became parents during the teen years, or

individuals enrolled in the writer's child development classes.

The writer's role/position at the community

college is instructor of child development. The writer reports to both the department chair of Home Economics, Fashion and Design, Dietetics/Food Administration, and Child Development and the associate dean of the Social Science Division. The Social Science Division is the largest of the seven divisions on the college campus.

The responsibilities of the writer include:

teaching five sections of Child Development - a three unit (three lecture hours and one lab hour per week) course that is a balanced study of the basic theories, research, concepts, and principles of physical cognitive, language and socio-emotional growth and development during each major stage in life from conception through school age;

maintaining regular office hours - at least five scheduled hours weekly and availability to all students when requested;

establishing a positive learning environment for adults enrolled in child development classes, and

assisting in the Child Development Center - currently the writer is working a minimum of 8.5 hours per week of scheduled lab supervision. Lab supervision is scheduled for the times the

director is off-campus. Additional hours are added if the director is away for any meetings, appointments or illness.

The writer has also earned a M.S. in Administration of Child Care Programs, is on the campus academic senate, the student welfare committee, the affirmative action committee, the faculty advisor for Canterbury Association (an organization for Episcopalian students), the district coordinator for Great Teachers Seminar, has served as a board member of the local affiliation of The Association for the Education of Young Children (AEYC), and is currently a board member of the Early Childhood Mentor Teacher Selection Committee. Mentor Teachers are experienced and specially trained teachers of young children whose classrooms have been selected as supervision sites for student teacher placement.

This past semester the writer also organized the chancellor's site review for the child development department and headed the articulation agreement committee between the sister campuses and the district.

During the past year, the writer was assigned the task of achieving master plan goal 28: preparation of a position paper and district plan on the district's ability to effectively deal with the child care issue

and served as a mentor teacher in the Minority Internship Teaching Program for community college instructors. The Minority Internship Teaching Program allows for individuals representing under-recognized groups to gain experience in and knowledge about teaching in a college environment by being paired with a mentor teacher.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

It was brought to the writer's attention that while theoretically the community college is based upon the needs of all students and the entire student population, the needs of one particular group of students, single-parents, have not been addressed by the administration.

Single-parent students enrolled in the writer's child development classes had a high attrition rate.

Problem Documentation

In her years of teaching at the community college level, the writer has seen many students who enroll in a course, but never complete their goal of finishing the class. The writer has wondered why students sign up for an 18-week, semester-long class only to leave. The single parents enrolled in the writer's classes have a much harder time completing their academic load each semester.

Pam D. is a case in point. Pam first appeared in the writer's child development class four semesters ago. She passed the first two exams, handed in her journals, and then, about half way through the class stopped attending. This caused the writer to drop her from the class due to lack of attendance.

Four semesters ago, Pam showed up once again in class. This time she missed the first exam, did not pass the second exam, did not turn in her journals and ended up dropping herself before the final drop deadline which was the end of the 14th week of an 18-week semester. The final drop date was changed spring semester 1994 to the end of the 9th week.

Two semesters ago, Pam was again enrolled in class. The writer asked Pam to stop by her office after class during the first week of the semester. When Pam showed up, the writer asked her why had she not finished the class each of the other two times and if she expected to finish class the third time around.

Pam responded that each semester she started with excellent intentions, but, due to problems with her children, she ended up missing too much class to ever catch up. Pam was not aware of either the tutoring center on campus to assist her, or the fact that instructors are willing to work with students who have

special needs to help them pass a class.

If Pam had not let her problems and special situation be known to the writer this past semester, Pam would have once again been dropped from the class due to her number of absences. Instead, the writer was able to work with Pam and even to arrange special sessions after regular office hours to enable Pam to pass the class.

The writer began to wonder how many other "Pams" are caught in the system, do not know which way to turn for support and end up leaving the college before anyone even notices they need help. Having to begin somewhere, the writer decided to work with single parent students enrolled in her child development classes.

The problem of single-parent students having high attrition rates can be documented through an analysis of enrollment in child development classes and drop rates. Journal entries, a requirement of the class, relate how special needs, low self-esteem, and circumstances of single-parents contribute toward attrition.

The first source of documentation is the attrition rates in the writer's child development classes for single parents over two semesters.

Records indicate that during the first semester 80 single parents dropped the class (see Table 1).

Table 1

Drop Rate of Single-Parents Fall

Group	August	December	No. Dropped
Single-Parents	178	98	80

During the second semester 43 single parents dropped the class (see Table 2).

Table 2

Drop Rate of Single-Parents Spring

Group	January	May	No. Dropped
Single-Parents	156	113	43

The second source of documentation is actual journal entries from the writer's child development classes written by single-parent students relating personal feelings, frustrations, and unique difficulties. A summary of journal entries shows many single parents want to be in college, but due to the needs of their children will have to miss class. Other

single-parents are attempting to cope with the realities of being a parent, and a third group shows a low level of self-esteem (see Appendix A).

The community college states as one of its missions, to serve all aspects of the student population, but no support services are offered to single parents at the community college.

Causative Analysis

The causes of the problem include:

a communication problem regarding the lack of available child care on campus. Many incoming students enroll for classes under the assumption that child care is readily available and free. Upon inquiry to the community college, information is sent to students who desire child care placement. Unfortunately, information such as availability and cost is not relayed to students;

no office or service on campus has seriously approached the needs of this particular group of students. There is no college master plan to deal effectively with single-parent students. It is not surprising to find this apathy on the local level. On the national

level, the United States has also been extremely slow to react to the needs of single parents, and/or
denial on the part of single parents that many of them do need some type of help or encouragement.

Many individuals do not realize they need help until it is too late. By this time it is easier just to drop out of class than to face failure. Many single-parents have already picked up the silent message from their friends, family and relatives that they are "failures" because they are a single-parent or a failure because of circumstances that caused them to become a single-parent.

Relationship To Literature

As the literature indicates, not all single-parents are the result of teen pregnancy. Many single-parents are the result of separations, divorce, or death of a significant other.

Wozniak (1993) states that since the late 1950s, American family life has undergone rapid change. Alterations in the career patterns of women; a general aging of the population; higher rates of divorce, remarriage, and the blending of families; and an

increase in the number of unmarried mothers who choose to raise their own children have led to fundamental shifts in the nature of the American family.

The idea of a nuclear family where the father works and the mother stays home to raise the children, represents only a small percentage of families today. With the increase in divorce and single-parents, families have been restructured (Hare, 1987).

Today the term "family" (Mintz and Kellogg, 1988) is no longer attached exclusively to conjugal or nuclear families comprising a husband, wife, and their dependent children. "Family" is applied to almost any grouping including single-parent households, blended families made up of stepparents and stepchildren or adoptive parent(s) and their children, and couples cohabiting outside of wedlock, including gay couples. The main change in family has been a rise in the number of households headed by a single parent, usually female.

Unfortunately, the majority of single-parent families are headed by females. Female-headed single-parent families have more than doubled in numbers and as a proportion of all families with children in the United States since 1970 (Kamerman & Kahn, 1989).

Single parents face special problems in society.

Individuals becoming parents during adolescent years face problems that are even more complex. These include economic, educational, social and parenting implications.

Moore (1990) reports that many adolescent parents say their biggest problems are financial. Many single parents find that because they lack the necessary education and training, they cannot get a job that pays adequately. Adequate day care that they can afford is not available. Therefore, many young mothers end up on welfare rolls. If a single mother has more than one child, statically, she will never be able to remove herself from public assistance (Montgomery, 1993).

According to the United States Department of Labor, in 1991 approximately one-fifth of young adults age 25 to 29 have finished four or more years of college. Most of the nation's young people successfully complete high school. Approximately 86 percent of young adults receive a high school diploma or General Educational Development (GED) credential by the time they reach age 30. Even with a high school diploma, the welfare ranks are swelling with single parents who are not able to remove themselves without further education and training.

Many single-parents are interested in removing

themselves from the welfare rolls through education and job training or retraining. These recipients can succeed only is they are given adequate help through training and employment programs, child care, and health insurance assistance. This goal can be realized through the programs offered at community colleges.

In order for the programs, offered through community colleges, to be successful, they need to be designed (Ricco, 1985) as comprehensive, seek to enhance educational levels, have exposure to the work world and incorporate parenting and life management skills.

In 1987, Johnson and Packer stated many of the jobs in the future will require moderate to high levels of education and skills. Occupations requiring significant education, i.e., professional, technicians, and managers will grow the fastest between now and the start of the new century. On the other hand, jobs requiring less skill such as operatives, laborers, service workers, and sales clerks will account for much less growth. College will be a prerequisite for one-third of two-thirds of new jobs by the year 2000.

In conclusion, once the single-parent reaches the college level, support is needed to help this student stay enrolled. A 1991 report of the National

Commission on Children states, all families rearing children need outside support whether it comes form relatives, friends, neighbors, or more organized sources. Families at risk, include single parents, teenage parents, and parents with low incomes.

Weissbound and Kagan (1989) confirm the lack of support in single-parent households. Increased mobility, as single-parents relocate to pursue educational and employment opportunities, has resulted in fewer families living near extended family members, who have traditionally provided informal support and assistance.

Since families have been restructured, it is time to also restructure the educational and social support systems of individuals once considered part of "nontraditional families."

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goal of the Practicum

The specific goal of this Practicum was to lower the attrition rate of single parents in the writer's child development classes during the 1993 fall and 1994 spring semesters by 15 percent each semester.

Objective 1

Single-parent students enrolled in child development classes will increase in self-confidence and in their ability to cope. Objective 1 will be measured through journal analysis. The writer will be looking for a change in theme. In analyzing the past journal entries, negativity was abundant. At the end of eight months, more positive entries will be written than negative. Analysis will be performed by counting the number of positive entries versus negative. Journal samples are included.

Objective 2

Single-parent students will utilize an information center as a support service. Objective 2 will be measured through both a survey to students on the use of services provided on the list and a record of the number of students who go to the center.

Objective 3

Single-parent students will participate in a support group for single parent students and increase their coping abilities. Objective 3 will be measured:

1. Through analysis of verbal feedback;
2. A questionnaire at the end of the semester, and
3. Attendance at the sessions.

Objective 4

It is anticipated that single-parent students in the writer's child development class will have a 15% lower attrition rate than the previous two semesters. Objective 4 will be measured through an analysis of the number of drops.

Objectives

Objective 1	Evaluation	Standard
Increase in self-confidence and in the ability to cope.	Analysis through written journal entries.	An increase in positive self confidence and coping skills in a minimum 10 students.
Objective 2	Evaluation	Standard
Utilization of of an information center.	Both a survey on the use of services and a record of the number of students using the center.	Increase in student usage throughout the eight months shown through the sign-in list and student feedback on use of services

Objective 3	Evaluation	Standard
Participation in a support group to increase their coping abilities.	1. Analysis of verbal feedback. 2. A questionnaire. 3. Attendance at the sessions.	Positive feedback in the three evaluation areas by the majority of participants.

Objective 4	Evaluation	Standard
To lower the attrition rate of single-parent students.	Analyze data to determine number of drops each semester.	A 15% lower drop rate than previous semesters.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

It was brought to the writer's attention that while theoretically the community college is based upon the needs of all students and the entire student population, not all aspects of one particular group of students, single-parents, were addressed by the administration.

Single-parents enrolled in the writer's child development classes had a high attrition rate. The goal of this Practicum was to lower the attrition rate of single-parents enrolled in the writer's child development classes.

Programs have been developed to link training and education in an attempt to prepare the single mother for economic independence. Only recently have efforts been made to offer these women participation in higher education as an intervention strategy. Fortunately recent welfare reform (the Welfare Reform Act of 1989) has encouraged collaboration with higher education in

providing training and education for welfare mothers (Cheng, 1990).

The Single Parent/Homemaker Center (Hopkinsville Community College, Kentucky) provides outreach and referral services to single parents and displaced homemakers. The following services are offered to participants: personal and academic counseling, resume and interviewing workshops, referral services, workshops and seminars, occupational and interest testing, and employment referrals.

Scott-Skillman (1991) reports the Cooperative Agencies Resources For Education (CARE) was designed to augment existing services and financial aid to strengthen the retention and persistence of the student who is a single parent on welfare assistance.

The Single Parent Project (SPP) at Eastern Washington University (1990) assists single-parents on public assistance who are working toward an academic degree in order to become independent from the welfare system. The SPP provides campus-based services that help students succeed in an academic setting. The four areas of focus for the SPP are: (a) direct services to students and their families; (b) support services; (c) special programming; and (d) advocacy.

The Carl D. Perkins Vocational Education Act (VEA)

of 1984 placed a dominant emphasis on providing access to quality programs to groups of students, traditionally under represented students, in vocational education. A Planning and Future Study Committee consisting of representatives of the Chancellor's Office and local community colleges predicted that the numbers of special population students at the community colleges including single-parents will grow significantly over the remainder of this century.

The SPACE II (Single Parent Adults Choosing Education) program is designed to provide basic skills, remediation and support services to single-parents returning to education. Hullett (1988) states, the decision to return to education by the single parent is often a difficult one due to the demands of single-parenting and the resulting financial constraints.

Established by Assembly Bill (AB) 3103, the Cooperative Agencies Resources for Education (CARE) program, currently administered in 44 community colleges was developed to help low-income, educationally disadvantaged, welfare-dependent single parents break the dependency cycle. The program provides educational support services, special classes, and supplemental allowances and grants to such students (Scott-Skillman, 1991).

To promote child development and healthy families through a district-controlled and coordinated, community-based family support system network, specific services available through the district should include quality child care, prenatal care, parenting education, parent support services, early childhood screening and developmental services, and employment programs (National Commission on Children, 1991).

Sacramento City College (SCC) established its Re-entry Services program to provide information, referral and support services to students returning to the academic environment after an absence. The major components address the need to: (a) provide academic, vocational and personal advising and refer students to appropriate ancillary services and information resources; (b) offer support services for the retention of single parents, including workshops, financial aid and role models; (c) provide career exploration; (d) maximize community outreach; and (e) ensure that the program is staffed and managed well.

Project REWARD (Re-entering Education with a Real Determination) was designed by Elizabethtown Community College, Kentucky to serve single-parents with income below the poverty level who were interested in furthering their education. Project goals were to give

instruction and encouragement in motivation, basic skills, communication skills, time and money management, career opportunities, and employment skills. Other areas of instruction included basic study skills, enhanced self-esteem and confidence, values clarification, goal orientation and interpersonal and assertiveness skills. Funds were also provided for child care, transportation, tuition and books for the targeted student population at the community college.

Miami-Dade Community College established a single parent project to promote nontraditional vocational education. Personal, academic and career counseling were offered in conjunction with support groups, workshops and classes.

In 1986, a special task force was created in California to investigate the possible link between self-esteem and academic failure. In its 1990 final report, the California Task Force resolved that low self-esteem interferes with learning and suggests that high self-esteem may promote learning. Michele Borba reported in testimony to the task force that young people often cited as the major cause of their dropout behavior that "there was nobody who cared" (California Task Force on Self-Esteem, 1990).

Based on ideas from the literature, the writer decided to develop a program (at zero cost to the community college) aimed toward single-parent students to lower their attrition rate in child development classes through both the development and implementation of a support system within the college district.

Since the college did not have any specific program(s) to retain single-parent students, this program was implemented during the 1993 fall and 1994 spring semesters.

The writer believes through retention in one class, single-parents will raise their self-confidence and self-esteem and go on to reach their educational goals. It is also believed that through the writer's involvement in developing a support system for single-parents, more single-parents will stay enrolled.

Solution Plan

The writer believed that by having single-parent students recognize themselves as being important, more single-parent students would stay "checked in" rather than "checking out" of class. The writer planned to achieve this goal by using personal journals, by developing a resource brochure, by developing a centralized source of information, and by establishing

a support group.

To achieve the intended goal and objectives, the writer accomplished the following steps:

1. Made arrangements with the dean of the division and other child development instructors to allow single-parents enrolled in the writer's child development classes to deviate from both the present journal format and the child study assignment. In the writer's classes past semesters and currently in other instructors' classes, journals are strictly subjective writing assignments in which students convey feelings about children, education, material covered in lecture or the way in which they were raised (see Appendix B).
2. Developed a brochure to guide single-parents enrolled in child development classes, implemented a support group for single-parents, supervised the new format for journals and the child study and found distribution sites on-campus for the child development brochure.

   The support group meetings were facilitated by the writer for students enrolled in her classes. It was anticipated that the students

would take a much more active role in running the meetings as the Practicum progressed. Meetings were held twice a month. There was a topic once a month and an "open" meeting once a month. Topics included, but were not limited to the following areas of concern: transfer information, motivation, communication skills, time and money management, career opportunities, values clarification, interpersonal and assertiveness skills. It was the writer's responsibility to arrange guest speakers in areas she was not qualified to lead and to relay information to the students on upcoming workshops, conferences and events they might be interested in attending either by themselves or with their children. The meetings took place during the day at a time the majority of the single-parent students were available. Since the students were on campus, child care was not needed. Depending on the time of the meetings, refreshments were provided by the writer.

The new format for both the journals and their self-analysis focused on single-parents'

thought, feelings and insights (see Appendix C). The students wrote about themselves, their problems and their lives. Their written work was much more personal in content. The writer was the only individual to know the identities of the individuals writing each assignment. In past years, the writer established a reputation that includes: high levels of trust, confidentiality and rapport with students.

3. Evaluated the success of the Practicum through input from single-parent students and college staff. At the end of eight months determined if the Practicum could be implemented with a different student or parenting population.

A problem in the writer's work setting was identified. The writer was active in planning, implementing and evaluating the Practicum.

The writer teaches child development to many single-parents. How can a parent help develop his/her child to the fullest potential if the parent has nagging self-doubts?

The writer's projected time line was to implement the Practicum for eight months beginning in August 1993. This was made possible because the writer taught

during both the fall 1993 and spring 1994 semesters.

Implementation Plan

To achieve the stated goal of lowering the attrition rate of single parents enrolled in child development, the writer implemented the following calendar:

Month 1 (August)

The writer held five separate meetings to explain the Practicum to: (a) other child development instructors; (b) the acting department chair for child development; (c) the associated dean of the social science division; (d) the counselors in student services; and (e) the counselors in the Greater Avenues for Independence (GAIN) office.

The presentations on lowering the attrition rates of single-parents enrolled in the writer's classes were well received by each group. For the last two groups (counselors from student services and GAIN) the presentations were made to encourage placement of single-parents in the writer's classes.

The acting department chair had the most interest in the Practicum and helped the writer rewrite and refocus both the journal and child study assignments

into a self-analysis. Other faculty were positive in receiving information about the Practicum, but were concerned they would have to take an active part in the project. The writer explained that they did not have to take an active part in the Practicum, but just needed to be aware of it.

Due to the lower overall enrollment at the college (6%) and a lighter teaching assignment, the writer had only 140 students at the beginning of fall semester instead of the normal 400.

The first day of class a questionnaire was distributed to be completed and returned at the second class meeting (see Appendix D). The first day also included explaining the alternate single-parenting assignments. The writer made it clear that single parents did not have to participate - it was their choice. Parents who were not single-parents also wanted to participate, but were told this semester the writer was prepared to accept only single-parents.

Through the 20 questionnaires returned, the writer realized several things:

1) administer the questionnaires in class to achieve both a higher completion and return rate;
2) students need a brochure on child development

career options since there was not consensus from the academic counseling department;

3) the students need to know what services and supports are around town and how to access them;
4) the majority of students are enrolled in child development as a requirement towards receiving their welfare checks; and
5) the on-campus child development center watches the majority of the children while parents are attending class.

Month 2 (September)

The writer began keeping weekly contact with each single parent. Contact was made before class, after class, during class and by telephone. Contact can be defined as a conversation less than 5 minutes, as a hug, or gentle touch to the shoulder or arm.

The first meeting was held and 12 students attended. The topic was self-esteem and self-confidence. Many of these students are either expecting failure or perfection. They do not have realistic expectations of themselves.

The first set of journals were collected and revealed that many students have feelings of guilt. Several of the students made it a point to write that

their children were giving them dirty looks and one mother said her son told her, "At least I'll be done going to school by the time I'm in my 40s."

The major journal themes that were appearing include: guilt, lack of money, lack of available free time, where to go for free medical care, feelings of isolation and having to be "supermom."

The second meeting went well even though the scheduled speaker did not show up. The writer asked the participants what is the first worry that pops into their minds about raising children in this area? Their answer - gangs.

Month 3 (October)

The writer continued to keep in weekly contact with single-parents.

The transfer center from the local university gave presentations during the writer's classes to all students. The most common questions dealt with financial aid and the lack of consensus from counselors. A student can speak with three different counselors and receive three different answers. The best advice came from one of the presenters who said to the students, "Stick with it. I only took one or two classes each semester. I thought that I would never finish, but I did. It just took me longer."

The writer focused this month on preparing a listing of services and supports in the area. Due to the students' strong concerns regarding gangs and gang related crimes and violence, a workshop was prepared by the local police force and an instructor from the administration of justice department.

A second set of student journals was collected and read. The writer was amazed by the array of emotions that these individuals are going through and by their openness and honesty in writing. Examples of journal entries are included here.

Student 1

I realize that I'm probably not the only one and that there is probably someone out there who is in a worse condition, but when you are going though the violence and abuse, it seems as though you are the only one. Sometimes I feel like a child trapped in an adult body. I never had the chance to be a youth. Since the age of 12, as soon as I was able to get pregnant, I was treated in every way as an adult.

The last thing I remember is being seventeen and on top of the world with a goal within my grasp. The past always haunts me. I'm now twenty-two and afraid to face up to anybody, including myself. I hate everything about me.

Student 2

I recently found out that I was pregnant and this was the worst news I could have heard. Normally, this information is cause for celebration, but in the situation I'm in right now, I feel very troubled. I am very troubled by the decision I have to make so that I can provide a better life for the children I already have and not end up on the welfare rolls where my parents are and have been their entire lives.

Student 3

I guess in our culture it is against all principles to show affection and emotions. I try really hard to be a good, understanding mother. Sometimes I find it really hard to be one because as I was growing up I was preprogrammed on how to raise my children. You have to understand our culture, disciplining kids and hollering are common things. I feel so guilty and unfit. I love my daughter and would never hurt her intentionally, but sometimes things happen so quick I don't even realize my actions. It is sure hard to be a single parent and bring up children.

Student 4

The frustrations that I have been feeling are the same in certain aspects: lack of cooperation,

understanding for me and for our "family" as a unit on my children's part. The other part of my frustration comes from awareness of inadequacy.

The most difficult thing for me to accept in raising my children so far has been being pointed out as my failure to provide emotional security to my children. I know I would like some sympathetic/empathetic ears when I am feeling down.

Even though these students have so much negativity in their lives, one bright spot for them was to bring some joy into the life of another misfortunant student-family. During the October meeting, one of the students noted that the receiving of one of the college holiday gift baskets was a highlight for her last year during the holiday season. She said she felt good that "someone cared." The students decided to take up a collection of $1 per person to donate to this year's fund. The writer felt uplifted by this experience. This was a group of students not exactly sitting on top of their worlds and they thought about how to help other needy students make it through the holidays.

Since the holidays were quickly approaching, the writer passed out materials for making ghosts out of tootsie pops, and for making turkey hats, reindeer hats

and dreidels. The students also received recipes they could make with their children and then give as inexpensive gifts.

The brochure for child development students answering the most often asked questions regarding the major was completed (see Appendix F).

Month 4 (November)

The writer continued to make weekly contact with single-parent students.

The meeting this month focused on gangs and was presented to all students enrolled in the writer's classes (see Appendix G). Many of the students live in areas heavily infiltrated with gang members. One of the students felt she needs to spend more time with her children so they won't be "adopted" by a gang, but also realizes she needs to invest the time in college to move herself and her children out of the area she presently resides.

The worst thing that happened this month was arson affecting the writer's classroom and meeting room. To finish the semester, a new teaching area was implemented in a corner of the college cafeteria.

Month 5 (December)

The writer continued to check-in weekly with single-parent students.

For the fall semester students, the self-analysis of their journal entries was collected. Presented below is a sample of their work.

Student 1

Frustration, overwhelming responsibility, hectic schedules, weary both physically and mentally, feelings of inadequacy as a mother, and yet hopeful and prideful at times.

Student 2

My self-esteem, in the past, had been deceivingly low and creeping out when I was not aware of it. Lately however, my health, age, reality have had a positive impact on me. I am making steady progress in building up my self-worth. I have a long way to go, but know I will now get there.

Student 3

The main strategies I can use are common sense and organization. I have learned to give things time "to sort out" instead of getting upset with not understanding it all this minute.

Student 4

In the first journals there is a great concern about her own inabilities and as the journals progressed, there is much more confidence in not only what she is doing, but where she is headed in the long

term.

Student 5

As the journals progressed, the writer seems to almost enjoy doing journals as a way to communicate directly with the instructor on various things in class or to share more personal matters.

Student 6

Counseling and support groups can be invaluable to the single parent. A professional psychologist, social worker, psychiatrist or college instructor that cares can be a big help in solving and talking out problems and situations. There is help for those who truly want it.

Student 7

If these journals are truly utilized as they are meant to be then they can be of great help to each student as an individual.

The students choose not to have a holiday celebration due to their attempts to complete the semester successfully. The rest of the month was spent on semester break, contacting speakers for spring semester and evaluating how fall semester progressed.

Though all single-parent students did not participate fully in the Practicum through attendance

at meetings or writing on the alternate assignments, a positive difference was made in their academic progress due to weekly contact time before class, after class, during class or individual phone calls.

After evaluating fall semester, changes were made for spring semester students. The changes included:

1. The questionnaire to be completed in class by all students.
2. Journal assignments to reflect a minimum of 15 entries. The writer found the first 5 entries submitted were writings that usually were superficial and the last entries contained the real person.
3. The writer reassessed the category of students who might participate and decided to open up the journals, final self-analysis assignment, and meetings to all student-parents.
4. The possibility of more students participating during the spring semester due to a fifth class of 40 students and all student-parents having the opportunity to participate.
5. One meeting a month that will focus on a topic and the second meeting, a follow-up session followed by a review session on the materials presented in class. There will also

be a mixture of morning and afternoon meetings.

6. Incorporate the "Study Buddies" system (see Appendix H).
7. Change in-class exams to a 2-day period. The first day will be the objective section and the second day, the essay portion. This approach will make exam taking more student centered and students will be able to concentrate on one part of the exam at a time. This approach will also help students who take a longer period of time not to feel as pressured to finish.
8. Refocus the first day of class introduction to, "I don't see why each of you can't earn an A in this class. You all have an A right now. Let's do everything we can to keep it." In he past the first day of class introduction had been, "This is a difficult class. There is lots of work. If you aren't serious about learning, you are more than welcome to leave class and not return."

Month 6 (January)

The writer began the month by attending and being a facilitator at a week-long conference with other community college early childhood educators. In the process, the writer was able to network with 50 other instructors and to facilitate the group discussions on student retention and learning.

As the group determined, the major focal points of student retention and learning are to help students:

- connect to the environment,
- make the transition to college,
- work towards goals (major, degree, career),
- succeed in the classroom,
- feel like a respected member of the campus, and
- help the students become active in their learning.

Classes began toward the middle of January, and the writer had 175 students of which 25% were parents. The questionnaire was administered on the first day and was much more successful. Students filled out their answers from the questionnaire on 3"x 5" cards instead of 8 1/2" x 11" sheets of paper.

The students answered the following questions on their cards:

- Name you register by;
- Name you prefer to be called;
- Day and time you are enrolled in class;
- Your phone number;
- Any special thing I should know about you that can either help or hinder your progress in child development;
- Are you a parent? What do you use as your support system?
- Why are you enrolled in this class?
- What do you hope to gain by the end of the semester by taking child development?

Several of the students from fall semester came by to visit the writer and let her know they were doing well, survived the semester break and were looking forward to their classes.

Month 7 (February)

The writer began establishing weekly contact with student-parents.

The first meeting of the semester took place and the topic was, Sources of Stress for Children (see Appendix I). Very few students showed up for the first meeting (6 total), but those who attended wanted to have the topic continued the next morning.

The writer felt it was important for the parents to realize that children are also under stress and to become intuitive about the way their children are feeling and relating to the incidents around them.

One of the suggestions made to the writer at the end of fall semester was to hold review sessions the week before a scheduled exam. A review session was held and 20 students showed up for the afternoon meeting.

First exams went well! The classes scored the highest average the writer has ever had in an 18-week semester class. Four of the classes averaged 76% and the fifth, 73%. Traditionally, the college average for first exams is in the low 60% range.

The Transfer Center representing the local university came and presented important information on transferring to a 4-year college for all classes.

The writer felt an afternoon meeting time would be better for this semester and scheduled an open forum topic about the class and how things were going. At the end of the session, a short presentation on what every child needs for good mental health was available to the 15 students who wished to participate (see Appendix J).

The first sets of journals were collected. Below is a sample from some of the 25 students who were participating in the alternate assignment.

Student 1

I am sitting here with thoughts rambling through my mind, as this first week of school starts. It was all thrown on me so suddenly, that I still can't believe I'm here. I've always dreamed of someday returning to school; my "someday" has arrived. I have no more excuses to say, no more reasons to come up with to detain this any longer. I'm nervous, anxious, scared, excited, and frightened all at the same moment. I am nervous about doing it "ALL" and have the results not come out.

Student 2

I'm hoping my children, my husband and my community may benefit from my efforts and attempts. I plan to use every opportunity to implement this class into my personal life as well as to receive the benefits of achieving good grades.

Student 3

Right now I have recalled how I felt when my parents would say awful things to me. I remember one time being told the only reason we were born was "because we are Catholic and don't believe in birth

control." We were called "fat, lazy slobs" which we weren't. I wish to learn more about retrieving my self-esteem. These put downs have made me very insecure in a lot of ways. I am ready to help me feel better about myself. I have caught myself putting down my own children, then I get flashbacks about how I was put down as a child. I usually apologize and try to explain my feelings to my children. My mother's words seem to be the "right" words for the moment I use them. I feel I can't do anything right and that I'm worthless. Everyone would be better off without me.

Student 4

I try to help my kids as much as possible, but it's hard when I have my own things to do, and not much time to do it in.

Student 5

I'm 34-years old and still can't do anything right. My first entry will be my worst. I am very depressed and frustrated. Hurt and anger engulf me. My boyfriend left me last month, I had to give up our apartment because I couldn't pay for it myself, and my kids and I had to move in with my mother.

Student 6

I want to get an education and move on so I can raise my kids to be proud. I hate welfare, being

embarrassed, feeling like I have to do something that I don't want to do.

Student 7

Right now I keep thinking what else is going to screw up for me.

Student 8

School is real difficult. I have six classes and five children. I feel very guilty for not spending more time with my children. How can I?

Student 9

Oh boy, oh boy, oh boy... Do I ever feel inadequate, frustrated, and plain ol' tired!!! I sometimes wonder, what am I doing going to school at my age!

Student 10

My husband is disabled and very sick. He is in constant pain and I hurt with him. His illness becomes a distraction to me and I find myself falling behind in my school work. I feel frustrated at not being able to do more for him and at the same time I find myself becoming stressed out and annoyed at having to take care of so much in regard to the responsibilities of home, wife, mother and school.

Student 11

So much is happening in my life that there are

moments that I feel quite overwhelmed. I am constantly looking for better time management for myself.

Once again the major themes of guilt, lack of money, available free time (time management), medical problems, a feeling of isolation and feelings of having to be "super-mom" are appearing.

Month 8 (March)

The writer continued weekly contact with the student parents.

The beginning of the month was marked by a second set of journal entries collected. Again, the same themes (guilt, lack of money, time management, etc.) were appearing. Information and support on the topics that the support group would not have time to cover were made available to the students through the counseling center.

The writer has been offered a contract by a local school district to provide classes for at-risk parents while their at-risk, limited English speaking children are attending a Saturday tutorial program. One the writer's students from fall semester suggested the idea to the program manager. The writer met with the program manager and will be working with parents by providing a support group combined with parent

education classes. This is a continuation of the Practicum outside the boundaries of the college.

The focus for the month was on helping students set goals and objectives in their academic careers since summer and fall registration appointments were being scheduled. The brochure on the most often asked questions on child development came in especially handy at this time of the year.

The writer organized a review session on material for the second exam for students. Nearly 40 students showed up and their scores reflected their commitment. Two child development classes raised their average to 78%, two classes stayed at 76% and one raised its average to 74%

The last set of journal entries and the self analysis were due at the end of the month. Twenty-five students completed the assignment. A sample of final analysis read:

Student 1

It is apparent the subject gains positive reinforcement from the educational system by being a returning student after a long absence from his academic convictions. By having a supportive instructor, the subject further enhances his social awareness and educational abilities to achieve greater

goals for himself.

Student 2

Personal growth is something that is seen in the pages of the journals. The realization that history is repeating itself gives a self-awareness on one's self. It seems that on each page a valuable lesson or feeling was found and is intended to be worked on. Just being able to recognize what these growth areas are is a start. Personal growth is something that will never be complete and will always need adjustment. But, once one feels comfortable with themselves, they are on their way to a more enriched and fulfilling life.

Student 3

I feel that I have gained valuable insight on how I handle situations. I was able to see myself more clearly. Sometimes I even said to myself, "Did I really do that?"

Student 4

There are definitely signs of personal growth apparent. The writer traveled from being a scared, insecure non-person, to a fairly strong, self-supportive person with a good self image. The fact that the instructor is so willing to share makes it much easier for the writer to share as well.

Student 5

The writer was really feeling confused and frustrated at the beginning of the semester. She felt a sense of apprehension, yet appreciation when the instructor gave her much feedback on her journals. It helped her to understand that it was okay to have those feelings. It gave her more encouragement to continue what she set out to do, which is continue her education.

Student 6

The journals reveal a person who worries a lot about things that are out of her control.

Student 7

The writer now realizes she tries to handle too many things at one time and needs to learn how to slow down or manage her time more wisely. Her procrastination gets her in trouble and she pays for it.

Student 8

A sign of growth has been exhibited by the writer's willingness to complete school. This could be seen as a big light at the end of an otherwise dark and gloomy tunnel. Also, the fact she acknowledges the abusive relationship shows growth. She is no longer denying that everything is not okay at home.

The end of the month was marked by bringing the Practicum to a close.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

The Practicum was originally designed to lower the attrition rate of single-parent students enrolled in the writer's child development classes during the 1993 fall and 1994 spring semesters.

It was assumed that through assessing the special needs of single-parent students and providing programs to meet their needs, there would be a lower attrition rate in the writer's child development classes.

As originally designed, the Practicum would have involved only single-parents enrolled in the writer's child development classes. However, as discussed in Chapter 4, all parents soon became interested in the Practicum during the first 4 months of implementation (fall semester) and the boundaries were rewritten during the semester break to include all interested parents.

Although this unexpected event increased the population of the group affected by the Practicum, it demonstrated the Practicum did not need to have such a

narrow field of participants. In the future, this Practicum can be successfully used with all students to lower attrition rates.

At the beginning of the Practicum, the following objectives were considered:

Objective 1

Single-parent students enrolled in child development classes will increase in self-confidence and in their ability to cope. This objective would be measured through journal analysis. The writer will look for a change in theme. At the start of the Practicum, negativity is abundant in the students' journal entries. At the end of each semester, more positive entries will be written than negative. Analysis will be done through reading the journals and counting the number of positive entries versus negative.

Objective 2

The writer planned to achieve further benefits for single-parent students by establishing an information center as a support service. Objective 2 was to be measured through both a survey to students on the use of the services on the list and a record of the number of students that utilize the center.

Objective 3

Single-parent students will participate in a support group and increase their coping abilities. Objective 3 will be measured through: analysis of verbal feedback and attendance at the sessions. Evaluation of this objective will also be in the personal judgement of the writer.

Objective 4

Single-parent students in the writer's child development classes were to have a 15% lower attrition rate than past single-parent students. For this evaluation, an analysis of the number of drops was to be used.

Results

Objective 1

Through analysis of written journal entries there was an increase in positive self-confidence and coping skills in a minimum of 10 students. The objective was met. Journal entries from 25 students were analyzed from semester two. Written statements, from the first 10 students were selected. These statements revealed self-analysis such as:

"Even though I have some problems, I am aware of them and that in itself is a start to solving them."

"I have shown signs of growth by trying to be more independent and not relying on family members to bail me out."

"It's good to strive for perfection, but don't condemn yourself if you don't get it. I have learned not to give up so easily for things I want from life."

"I am a daughter, a wife, a mother, but I am also me and I don't want to lose my identity in pleasing my family. Learning from the past, and applying it to the future, helps me in building my self-esteem."

"I seem to have traveled from being a scared, insecure non-person to a fairly strong, self-supportive person with a good self-image."

"Throughout life, I see many opportunities for negative responses and bitter feelings, but somehow this is not the path I choose to take. I have decided that things can be better, but only if I choose to make them better and am willing to work to improve them."

"I need to learn to work with my instincts. I only need to take one small detail to work on each week and my personal growth will be ten-fold. Personal growth will never be complete and will always need adjustments. But, I am feeling more comfortable with myself and am on my way to a more enriched and fulfilling life."

BEST COPY AVAILABLE

"I am starting to notice the positive things in my life. I am able to handle crisis or situations better since the beginning of the semester. I am more aware of trying to resolve problems as they come along."

"Just by returning to college for one class and having an instructor that is willing to listen to me as a person has greatly affected my self-esteem."

"This semester I have built my self-esteem. The journal entries, speakers, support group, and class have made me look at myself from a new perspective. They have brought back memories, some that have been buried for years. They have helped me to see just how good life has been to me, and they have helped me to see just how bright the future is shining."

Objective 2

The writer planned to achieve further benefits for single-parent students by establishing an information center on campus as a support service. Objective 2 was to be measured through both a survey to students on the use of the services on the list and a record of the number of students that utilized the information center. The objective was not met because the plan changed.

It was brought to the writer's attention (by

students) during the first semester of the Practicum that the students do know where to go for information on-campus, but do not.

The students involved in the Practicum asked instead for a brochure listing and answering the most often asked questions regarding classes in child development (see Appendix F). The brochure and a list of support services available in the area (see Appendix E) were compiled and are being distributed to interested students through the child development department, child development center and the academic counseling center.

Objective 3

Single-parent students participated in a support group and increased their coping abilities and their success in class. The objective was met. Objective 3 was measured through: analysis of verbal feedback and attendance at the sessions. A questionnaire was planned, but not implemented due to the positive verbal comments generated by the students. Once the meetings were opened up to all parents, attendance improved. It is also important to note that when refreshments were served, attendance also improved. Evaluation of this objective was also measured through the personal

judgement of the writer.

The study sessions were successful. For first exams the classes scored the highest average the writer has ever had in an 18-week semester class. Four of the classes averaged 76% and the fifth, 73%. Traditionally the college average for first exams is in the low 60% range. After a second review session two child development classes raised their average to 78%, two classes stayed at 76% and one raised its average to 74%.

It was a great benefit for students to become more knowledgeable about the topics and themselves, but equally rewarding to discover the writer is approachable. Through the support group and meetings, the students and the writer became more open with each other and this broke down many of the barriers between students and instructor. The support group also helped many students realize they are not alone.

Objective 4

Single parent students in the writer's child development classes were to have a 15% lower attrition rate than past single-parent students. For this evaluation, an analysis of the number of drops was used. The objective was not met.

The writer explained earlier how this Practicum, originally designed to focus on single-parent students, came to include all parents by the second half of the implementation period. The inclusion of all parents was an unexpected blessing as it eliminated the stigma of being a single-parent in a "special project." If this Practicum had been implemented a third semester, it would have been quite enlightening to include all students enrolled in child development.

During the fall semester, 55 single-parent students began the class and 35 completed the class. Twenty single-parent students dropped the class which is a 36% attrition rate compared to 45% attrition the previous fall (see Table 3).

Table 3

Drop Rate of Single-Parents Fall

Group	August	December	No. Dropped
Single-Parents	55	35	20

It is also important to note that the 12 students who kept in contact the most with the writer all received above average grades for the semester. The

attrition rate declined by 9% from the previous fall semester.

Spring semester analysis needed to be performed to include all student-parents. In January 44 parents were enrolled in the class. In March, after the final drop date, 35 parents remained; nine students dropped the class which translates to a 20% attrition rate (see Table 4).

Table 4

Drop Rate of Single-Parents Spring

Group	January	March	No. Dropped
Single-Parents	44	35	9

This attrition rate is lower by 8% from the previous spring semester but a direct comparison for single-parents has not been made.

Though the attrition rate did not decrease by 15% each semester, the fact that the attrition rate dropped is viewed as a positive response to Practicum activities.

Conclusion

In conclusion, the writer has been strongly

encouraged by the results of the Practicum and plans to continue efforts to lower attrition rates through the inclusion of all students beginning next semester.

Two out of the four objectives were met. Two were not met because the plan was modified to meet student needs.

The writer has been invited by a local school district to implement the Practicum with their at-risk parents. Other child development instructors have expressed interest in the Practicum and are willing to attempt either the Practicum activities or a modified version with their students.

Recommendations

1. It is recommended that whenever possible, an entire class be included in a project such as this. During the first semester the Practicum was implemented, many students asked why they could not take part. The writer opened up the Practicum to all parents the second semester, and the rest of the students wanted to be included also.

The writer believes that many more single-parent students would have participated the first semester, but did not want to feel "singled-out" by the rest of the students enrolled in child development.

2. The premise of this Practicum was that through

meeting the special needs of a group of students, not only would they stay enrolled in class, but their self-esteem and self-confidence would improve. It takes many, many years to build positive self-esteem and self-confidence and only seconds to begin to tear it down. While these students are on a positive track, 4 months is very little time to have any lasting impression on their future. In a high school setting, this Practicum could have much more lasting affects since the students would be in contact with their instructor for a full year.

Even though the writer is still available to past students and has maintained an open door policy, it is ultimately the student's responsibility to continue future relations. Many students have kept in contact with the writer, but an even larger number have not.

3. This Practicum was designed and implemented by a community college instructor. It would seem that a better group for implementing such a program would be the counseling center. There were times the writer was reading journal entries or talking to students that she realized the ramifications of the situation were beyond her resources, that professional help was needed, and that professional help was needed by the student.

Dissemination

As has been already indicated, the writer has been contacted, offered, and accepted a contract by a local school district to provide a Saturday program for their at-risk parents over the course of 1 year. The writer has also been contacted by other child development and psychology instructors to implement the program with their students.

The writer has spoken on this topic and led workshops at a conference for community college early childhood educators, presented material at the department meeting, and also plans to present this Practicum at the local public school district's institute day.

References

California State Department of Education. (1990). **Toward a state of self-esteem.** Sacramento, CA.

Cheng, Barbara Davis. (1990). **Breaking the bonds of poverty - motivational profile of selected single mothers.** (ERIC Document Reproduction No. ED 322 327.)

Eastern Washington University, Cheney. (1990). **Single parent project.** Washington State Department of Employment Security, Olympia.

Elizabethtown Community College, Kentucky. (1987). **Project REWARD (Re-entering education with a real determination).** Kentucky State Department of Education, Frankfort, Office of Vocational Education.

Hare, JoAnn. (1987). **Curriculum guide for parent education programs.** Columbia Basin College. (ERIC Document Reproduction No. ED 296 105).

Hopkinsville Community College, Kentucky. (1990). **Creative horizons.** Kentucky State Department of Education, Frankfort, Office of Vocational Education.

Hullett, Phyllis. (1988). **Space II - single parent adults choosing education.** California Community Colleges. (ERIC Document Reproduction No. ED 334 430).

Johnson, W.B. & Packer, A.H. (1987). **Workforce 2000: work and workers for the 21st century.** Indianapolis, IN: Hudson Institute.

Kamerman, S.B. & Kahn, A.J. (1989). **What Europe does for single-parent families.** Transatlantic Perspectives, No. 19. 9-11

Miami-Dade Community College. (1987). **Vocational educational support for single parents.** Florida State Department of Education, Tallahassee. Division of Vocational, Adult and Community Education.

Mintz, S. & Kellogg, S. (1988). **Domestic revolutions: a social history of american family life.** New York: The Free Press. Introduction. xiii-xx.

Moore, S. (1990). **Slashing the deficit: a blueprint for a balanced budget by 1993.** Washington, D.C.: Heritage Foundation.

National Commission on Children. (1991). **Beyond rhetoric - a new american agenda for children and families.** U.S. Government Printing Office, Washington, D.C.

Ricco, James, A. (1985). **Strengthening services for teen mothers.** The Teen Parent Collaboration. Manpower Demonstration Research Corp., New York, N.Y.

Scott-Skillman, Thelma. (1991). **Cooperative agencies resources for education.** California Community Colleges, Office of the Chancellor. (ERIC Reproduction Service No. ED 326 270).

Weissbound, B. & Kagan, S.L. (1989). **Family support programs: catalyst for change.**

White, M. & Smith, W. (1988). **Sacramento city college re-entry service comprehensive plan.** Sacramento City College, California.

Wozniak, R. (1993). **Changing families and systems of support.** Worlds Of Childhood Reader. New York, New York: HarperCollins. 128.

Appendix A

SAMPLE JOURNAL ENTRIES FROM FORMER SINGLE PARENTS ENROLLED IN CHILD DEVELOPMENT

Journal Entries

1: Single mom, 3 children-all below age 5. Serious about school, but if I'm not here, it's because one of my children needs me.

2: Presently going through a divorce. My 2 year old son goes back and forth each week between his mom and me. We have been separated 3 months. My "x" is getting married as soon as the divorce comes through she is already pregnant.

3: This is my third time taking your class and the second time pregnant. This time I'm due in December. Last time I was due in March. I'm going to try harder to pass.

4: Why won't you take late work? My baby gets sick.

5: My girlfriend is due in 2 months. I don't want to be a dad. I don't know what to do.

6: I didn't know I was a father until the baby was 1 year old. Now my old girlfriend wants me to help out with the bills.

7: I got pregnant at 16 because everyone else was. My parents are getting a divorce so I don't have no one to watch my kid.

8: This is my second time in college. The first time, ten years ago, I needed to leave due to the needs of my young children and immature husband. This time all of us are ready.

9: My girlfriend and daughter live with her parents who can't stand me. I want to do the right thing by them.

10: If I had it all to do over again, I wouldn't have gotten myself prego. Here I am at 18 with a 2-year old baby and still living at

home. My mom is paying for me to go to college, but I want to do it on my own.

11: I have a 3 year old baby. I need baby sitting and can't get him into the center (on campus). Why isn't there more baby sitting? Why do students need to pay?

Appendix B

FORMER JOURNAL AND CHILD STUDY ASSIGNMENTS

JOURNALS

The object of a journal is to broaden your classroom experience, expand on it, question it, bring your reading into focus, tie in your experiences and lead you to further thinking. **Journals are not to be written as a diary.**

Journals will only be accepted in typewritten form. Journals will consist of 15 - one page entries. Please do not turn in journal entries in a notebook or any type of folder. Journals need to be turned in stapled in the upper left corner. Points will be deducted if journals do not meet the requirements.

Journals will be collected on the dates given in class. Five (5) entries are due on each of the dates adding up to a total of fifteen (15) entries.

Journals will be collected at the **beginning** of class. Late journals will not be accepted. Journals will not be accepted if placed in my mailbox.

Journals entries turned in at least 1 week before each scheduled due date will receive 1 point extra credit.

INDIVIDUAL CHILD STUDY

The Individual Child Study will include both factual information and interpretations of observed behavior. Draw upon all of your resources: text, references, observations, journals, and lecture notes to give substantiating information for your picture of this child. Date all examples.

Remember: This paper is an analysis of the whole child covering all developmental areas discussed in class, read in the textbook and found through your research.

This paper must be typewritten in paragraph (not outline) form. The following information should be included in your child study.

I. Introduction to the Child

A. The Child
   1. Physical description, sex
   2. Height, weight and build
   3. Age during observation, date of birth

B. The Family
   1. Parent(s) - name, occupation, situation
   2. Sibling(s) - age, sex, relationship
   3. Where they live and type of home
   4. Special interests
   5. Pets

II. Physical Development

A. Large motor development
   1. Favorite activities
   2. Observation of large motor movements
   3. Area mastered or confident in versus areas now learning
   4. Summary and opinion - compare with others of like age and/or norm

B. Small motor development
   1. Kinds of activities usually involved in
   2. How materials are used and held
   3. Observation of small motor movements
   4. Areas now learning
   5. Summary and opinion - compare with others of like age and/or norm

III. **Social Development and Play**

A. Social

1. Level of interaction with other children
2. Examples of interaction with adults
3. Ability to relate to large group, participate in activities
4. How he/she relates to family members
5. Friends in school
6. Summary and opinion

B. Play

1. Usual activities while playing
2. Usual level of play (e.g., solitary, parallel, associative, etc.)
3. Materials used
4. Amount of imaginative play observed
5. Usual roles
6. Summary and opinion

IV. **Emotional Development**

A. Self-concept

1. Self-esteem
2. Expressions of feelings
3. Coping mechanisms

B. Confidence

1. How he/she approaches people
2. How he/she approaches situations

C. Introverted or extroverted

V. **Cognitive and Language**

A. Cognitive

1. Examples of concept formations, generalizations
2. Examples of thinking and reasoning
3. Examples of memory
4. Examples of imagination and creativity
5. Alertness
6. Attention span
7. Summary and opinion

B. Language

1. Examples and descriptions of voice
2. Examples and descriptions of amount of speech, length of sentences
3. Examples and descriptions of how and

when the child speaks
4. Predominant level of speech usage - egocentric or socialized

VI. General Summary

A. Growth and development over the semester
B. Role of the preschool in enhancing the child's development
C. Ways in which this child is typical or not typical of the general descriptions of a 2, 3, 4, 5, or 6 year old
D. Your final conclusions

GUIDELINES:

Assignment need to be typed (dot matrix - NLQ) following APA guidelines for your citations.
Double space with 1 1/2 inch margins.
All work must be individual and original.
Put your name, class meeting time, date and title on the cover page.
Include a table of contents.
Minimum of five references are required (three books minimum).
Give credit to all sources.
Do not place your report in any type of a cover.
Please staple in the upper left corner.

Child Studies will not be accepted after the date listed for your class. Child Studies will be collected at the **beginning** of class.

APPENDIX C

OPTIONAL JOURNAL AND FINAL SELF-ANALYSIS

JOURNAL REQUIREMENTS
and
FINAL SELF-ANALYSIS

MECHANICS:

Journal entries are to be submitted regularly, as per the schedule given on your course outline. No late entries will be accepted; however, if you know that you will be missing class, you may arrange to submit an entry early.

Save all journal entries which have been returned to you; they must be resubmitted for final grading later in the semester (see date in course outline).

Your final paper (instead of a child study) will be an analysis of the entire journal and will include your responses to previous entries.

Journal entries are to be typed on standard 8 1/2 x 11 inch paper, dated, and correctly labeled.

Your name, the name of the class, and the hour the class meets must be typed neatly on the front cover page.

You are required to write once a week; however, if circumstances warrant it, you may wish to write more than once. Regardless of the number of entries per week, the maximum points possible is fifteen.

CONTENT:

The journal is not a list of everything that has happened to you during that week. It is not a diary of where you went, who you saw, what you ate, the movies you've seen. It is an account of feelings. As such, it should be descriptive of what you are feeling or recalling at the time you write.

Your journal should focus on you, on your life, your child(ren). Avoid focussing on other people except as their behavior is affecting you. Deal with the effects of the behaviors on you, rather than the behaviors themselves.

Express feelings rather than thoughts. An example of a thought is : "I don't think people in relationships should lie to each other."

A feeling is more like: "I hate it when _____ lies to me." Feelings are things like:

frustration	hurt	love
joy	relief	worry
happiness	satisfaction	hate
anger	worry	depression

Try to stick with one subject per entry, unless one subject leads naturally into the next.

Any subject that provokes deep feelings is appropriate. Most people write about their relationships, their lives, their children, their inner lives or spiritual lives, or about dreams and goals.

Journal writing involves self-disclosure; don't be afraid to disclose yourself. Self-disclosure is absolutely critical to a successful journal, as well as a valuable skill for keeping in touch with yourself and building future and present relationships.

Your journal will be kept confidential and your privacy will not be violated. I am the only person who will read your entries.

GRADING:

The journal will be graded at the end of the journal schedule, at which time all entries will be resubmitted, along with the self-analysis described below. If the journal is complete, that is, you have included a minimum of fifteen entries, the highest score possible will be a 90 (15 for the entries and 75 for analysis).

Understand that just because 90 points are possibie, not all journals will earn 90 points.

DIRECTIONS FOR JOURNAL ANALYSIS:

You are to submit this evaluation of your journal, along with the journal itself. Remembering that the journal is supposed to be an effort at self-disclosure/self-analysis, a record of emotions, rather than a diary of events, you should read the entire journal analytically, as if it had been written by a stranger. Then, utilizing the third person point of view (she, he, rather than I), discuss the journal in terms of all the following areas. Be sure to type your analysis.

1. What does this journal reveal about the person who wrote it?

2. What particular problems or situations seem to surface in the journal?

3. What strategies does this person try to use to solve problems?

4. Is there any evidence of personal growth?

5. How have the speakers helped?

6. What types of support have worked and what other types of support are needed.

7. Does the journal seem more like a superficial attempt to complete an assignment? Do some or all entries appear to have been written in haste, possibly at the last moment?

8. How have you worked to build your self-esteem?

9. In what other areas can colleges or instructors support your growth and development?

APPENDIX D

QUESTIONNAIRE FOR FALL 1993

QUESTIONNAIRE

1. Your name:_____

2. Your phone number:_____

3. Any special thing that I need to know about you that can either help or hinder your progress in this class (number of children, work schedule, number of times you have taken this class, etc.).

4. Why are you taking this class?

5. What do you hope to gain by taking this class?

6. Are you interested in participating in a single-parent support group? What would be the best time for you to attend meetings?

7. If you are a single parent, what services would you like to have the college provide for you?

8. While you are attending classes, who watches your children?

APPENDIX E

FAMILY SUPPORT SERVICES IN THE AREA

FAMILY RESOURCES

COUNTY LEGAL SERVICES low cost & free legal aid	441-1611
ADULT CHILDREN OF ALCOHOLICS	292-9323
HELP NOW	435-7669
ADULT SURVIVORS OF INCEST & CHILD ABUSE 24-hour community service referral	432-8322
HELP IN EMOTIONAL TROUBLE 24-hour hotline and referral	485-1432
CENTRAL VALLEY CHILDREN'S SERVICES NETWORK parent education and support services for parents who would like additional parenting skills	456-3342
HMONG COUNCIL parenting and support services	456-4491
CENTRAL VALLEY INDIAN HEALTH mental health and substance abuse for Native Americans	299-4834
LAO FAMILY SERVICES provides counseling for refugees	264-4080
MARJORIE MASON CENTER shelter and counseling	237-4701
CENTRO LA FAMILIA DE FRESNO provides counseling, parenting classes and services for families in prevention of child abuse	237-2961
PARENTS ANONYMOUS hotline & support group for parents	255-0305
PARENTS OF INCEST SURVIVORS support group	291-6656
CLOVIS FAMILY COUNSELING counseling for families	453-2341

PARENTS WITHOUT PARTNERS support & social activities	297-5977
CLOVIS POLICE DEPARTMENT - YOUTH SERVICES	297-2440
RAINBOWS FOR CHILDREN (St. Agnes) family support services for suffering significant losses such as death, divorce or any other painful family transition	449-5600
CLOVIS UNIFIED SCHOOL DISTRICT HEALTH & WELLNESS parent involvement programs; family resources	299-3155
RENAISSANCE ADOLESCENT CENTER drug abuse treatment	323-4039
COMPREHENSIVE YOUTH SERVICES mental health, substance abuse services and counseling	229-3561
SINGLE PARENTS SUPPORT GROUP	294-7178
CRISIS RESOLUTION CENTER counseling & shelter for runaways	264-3865
WARMLINE parent information	453-2335
EPISCOPAL ASIAN COMMUNITY SERVICES clothing & emergency shelter	485-3308
YWCA WOMEN-TOTS PROGRAM	237-4706

JUST FOR SINGLE PARENTS*

JUST FOR DAD

MEN'S THERAPY GROUP 431-1700

a way for dads to talk about the frustrations and struggles of being a single parent

THE UNDERSTANDING WOMEN 292-1700

for MEN ONLY to help them understand women

JUST FOR MOM

WIDOWS GROUP 227-3576

a support group for women who have lost their husbands. This is a safe encouraging way to work through issues of grief and loss

THE YOUNG WIDOW SUPPORT GROUP 261-2901

designed to meet the needs of women under 35

A WOMEN'S GROUP 449-8729

for discussion and support

JUST FOR THE KIDS

THE WOMEN-TOT PROGRAM 237-4706

a six-week class that lets mom take a break while their children are taken care of in a creative play program

THE SULLIVAN CENTER 221-1185

provides psychological services to children, adolescents, and their families

THE SAN JOAQUIN PSYCHOTHERAPY CENTER 292-SJPC

has various child and adolescent services, including day treatment, after-school programs, and stress management

LET'S TALK: ADOLESCENT SUPPORT GROUP 221-8874

designed for adolescents between 15-19

THE DIVORCE DISPATCH FOR KIDS

is a newsletter for children 6-12 whose parents are divorced. A 12-month subscription is $29.95, but a free introductory copy is available by writing:

The Double Dee
P.O. Box 547
Belmont, MA 02178

* compiled by Ron Huxley

APPENDIX F

MOST OFTEN ASKED QUESTIONS IN CHILD DEVELOPMENT

MOST ASKED QUESTIONS ABOUT CHILD DEVELOPMENT

What do I need to start my own Child Care Center?

Privately operated Child Care Centers (serving groups of 12 or more children) are licensed by Community Care Licensing. The Licensing regulations (Title 22) require the following qualifications of directors:

Education: A minimum of 15 units of child development course work, which includes 3 units of "Administration of Early Childhood Programs". The Child Development Department recommends the following courses as the minimum:

CD 39 or 50 Child Development 3 units
CD 3: Creative Activities 3 units
CD 30 or 31: Child, Family, Community 3 units
CD 37A: Early Childhood Practicum 3 units
CD 36: organization and Administration of Early Childhood Programs 3 units

Experience: Directors of Child Care Centers need to fulfill a requirement for experience which may be met by one of the following:

1. 15 units of Child Development and at least four years of teaching in a child development program

2. An A.S. degree and two years of teaching experience

3. A B.A. degree and one year of teaching experience

After the above requirements are complete, you should attend an orientation session on the Title 22 Regulations for the Licensing of Child Care Centers. These sessions are held monthly at the Community Care Licensing Office in Fresno.

What education do I need to teach in a preschool or child care center?

To become a fully qualified teacher in a privately operated child development program,

you need a minimum of 12 units of course work in Child Development and six months of experience working in a teaching capacity in an early childhood program. You should take the following courses:

CD 39: Child Development 3 units
CD 30 or 31: Child, Family, Community 3 units
CD 3: Creative Activities 3 units
CD 37A: Early Childhood Practicum 3 units

If you want to work with children under the age of two years (infants and toddlers), you should take Child Development 7: Infant and Toddler Development and Care - 3 units.

Child Development programs may hire students who have completed 6 units of Child Development (if there are no fully qualified teachers available). The student then needs to enroll in at least 2 units per semester until the 12 units are completed.

What is a Children's Center Permit and what does it enable me to do?

The Children's Center Permit is a credential for preschool teachers. It is granted by the State Department of Education (Commission for Teacher Preparation and Licensing) and is required of fully qualified teachers in any early childhood program funded by the Child Development Division in the State Department of Education. A Children's Center Permit then enables you to work in any State or federally funded Child Development Program.

The Commission for Teacher Preparation and Licensing offers a Children's Center Permit to candidates with 24 units of Child Development, 16 units of general education, and experience as a paid instructional assistant in a licensed early childhood program. For more details, see the Fresno City College catalog and the Children's Center Permit Requirements.

What do I need to take care of children in my home?

Family day care is the term used for child care that is provided in a home setting for three of more unrelated children. Family Day Care does require a license, which may be applied for through the Department of Social Services. A licensed family day care home may provide care for up to six children, including the provider's own children. There are currently no educational requirements for family day care providers; however, the Child Development Department recommends completion of the Family Day Care Certificate, which includes the following courses:

CD 51: Family Day Care Management 1 units
CD 52: Quality Program in Family Day Care 1 unit
CD 6: Child Health and Safety 1 units
CD 39 or 50: Child Development 3 units
CD 30: Child, Family, Community 3 units
CD 3: Creative Activities 3 units

APPENDIX G

GANG WORKSHOP

GANG AWARENESS INFORMATION
(Fresno Police Department)

A GANG IS A GROUP OF THREE OR MORE PEOPLE WHO FORM AN ALLEGIANCE FOR A COMMON PURPOSE AND ENGAGE IN UNLAWFUL OR CRIMINAL ACTIVITY.

WHAT TO LOOK FOR

IT STARTS AT HOME... AND PARENTS NEED TO BE OBSERVANT OF SPECIFIC WARNING *SIGNS* IN THEIR CHILD. GANG MEMBERSHIP IS OFTEN MISSED OR HIDDEN FROM PARENTS. THINGS TO LOOK FOR INCLUDE:

**CHANGING FRIENDS

**DIFFICULT TO TALK TO

**LACK OF INTEREST

**CHANGE IN PERSONAL APPEARANCE

**GRAFFITI ON PERSONAL ITEMS

**TRUANCY FROM SCHOOL

**NICKNAMES

**TATTOOS

**DECLINING SCHOOL GRADES

IF YOU CAN ANSWER YES TO THE ABOVE CLUES, THEN PROCEED: **BE AS NON-THREATENING AS POSSIBLE ** USE STREET LANGUAGE ** PUTS KIDS AT EASE ** USE VISUAL AND VERBAL COMMUNICATION

QUESTIONS TO ASK

1. WHAT'S YOUR NICKNAME? STREET NAME? OR WHAT NAME DO YOUR FRIENDS CALL YOU?
2. DO YOU HAVE ANY TATTOOS, AND WHAT DO THEY MEAN?
3. WHO DO YOU "HANG" WITH? HOW LONG HAVE YOU BEEN WITH THEM?

4. WHAT IS THEIR STREET NAME?
5. WHAT IS THE GROUP ALL ABOUT?
6. WHERE DO YOU AND THE GROUP "HANG OUT?"
7. WHAT DOES BEING IN A GANG MEAN TO YOU?
8. WHAT TURF DOES YOUR GANG CLAIM?
9. WHO IS THE LEADER OF THE GANG?
10. WHO ARE THE ENEMIES OF THE GANG?
11. WHAT KIND OF INITIATION DO YOU HAVE?
12. WHO "JUMPED" YOU IN?
13. WHY ARE YOU IN THE GROUP?

Fresno Area Gangs

Fact Sheet

Fresno County's ethnic mix is extremely diverse with 70 different ethnic groups represented. Gang members from these groups are broken down into four main bodies; Indochinese, Hispanic, Black, and White.

Indochinese Gangs

City and county law enforcement officers have identified 62 active Indochinese gangs in the Fresno area, with a membership of 990.

These gangs are known by such names as the "Tiny Rascals," "Laotian Boys," and "MOD" (Men of Destruction).

The Indochinese gangs pose the greatest potential for confrontation in Fresno because of their increasing numbers and growing intrusion into established gang territories currently controlled by Hispanic and Black gangs.

Hispanic Gangs

There are approximately 12 major Hispanic gangs, with a membership of 800 members.

These gang members are known by such names as "F14," "Bulldogs," "Midnight Cruisers," and "Dale Boys, (Pinedale)."

Hispanic gangs are territorial in nature and will violently resist the intrusion of other ethnic groups.

Black Gangs

There have been approximately 18 Black gangs identified in the Fresno area, with a membership of 400.

These Black gang members are known as the "Crips" (wearing of blue), and the "Bloods" (wearing of the red). Fresno also has the "Villa Posse" and the "U-

Boys," plus others.

The Black gang member is less territorial in nature and is known more for involvement with drugs.

White Gangs

There is a limited number of active White gangs, numbering five to seven, with 50 to 75 members.

The White gangs are relatively inactive at this time.

TAGGERS
UPDATED: 2/22/93

AAQ	Above All Queens	KAM	Killer Ass Mexicans
AMG	Another Mexican Gangster	KOK	King of Kings
AMW	American Most Wanted	KOS	Knocking Out Suckers
BR	Beyond Reality	LBS	Loco Blood Sisters
CAK	Crazy Artist Kicking-It	LCK	Loco Chicano Kings
CD	Causing Destruction	MIC	Mexicans in control
CHB	Can't Hold Back	MTS	Menace to Society
CK	Causing Kaos	MWA	Mexicans with Attitudes
CTA	Crime Time Artists	NG	New Generation
CTW	Conquering the World	RC	Ruthless Crowd
CUS	City Under Siege	SFS	Straight From the Street
DOA	Dead on Arrival	SK	Street Knowledge

DP	Dog Pound (Roosevelt)
DTB	Determined to Bomb
FC	Full Control
FFL	Family for Life
FTA	Fast Tag Artists
FUS	Fucking Up Shit
GAT	Girls Acquired Tagging
GBB	Get Busy Boys
GODS	Gentlemen of Divine Style
GTLK	Going Through Life Kinging
H2O	Here to Overcome
HOG	Homies on Guard
HS	Hit Squad
KAL	Kriminals at Large
KAM	Krazy Ass Mexicans
SKQ	Street Knowledge Queens
STK	Super Tagger Kings
TAL	Taggers at Large
TCD	This City Dopest
TS	Tagger Style
UNC	Under No Control
UTI	Under the Influence
VFK	Vandalizing Fresno Kings
WGF	We're Going Federal

FRESNO COUNTY MEXICAN STREET GANGS

Graffiti	Gang Name	Graffiti	Gang Name
AV1st	Aviso Village 1st Ct	NTR	Northtown Rascals
BOP	Big Dope Posse	NWV	Northwest Vandals
BIB	Boys in Black	NB	Northside Bulldogs
BLOOD	Blood	NF	Nuestra Familia
BTS	Big Time Blood	PAS	Playboy Sureno
CN	Coalings Norte	PS	Parkside 14
CSL	College Street Locos	PYS	Pachonis Young Soliders
CVL	Calwa Varrio Locas	RAM	Ruthless Ass Mexicans
ESFI4	Eastside Fresno 14	S14	Selma 14
F14	Fresno 14	Sangl4	Sanger 14
FBOS	Fresno Bulldogs St.	Socl3	Socios 13
FBOP	Fresno Bulldogs Prison	SUR	Sureno
FBP	Fresno Brown Pride	TBB	The Brooklyn Boys
FRP	Fresno Ruthless Posse	TBNE	The Boys N Effect
HCH	Hiway City Hoods	TCB	The Chicale Boys

HS13	Hanford Sureno 13	TCKG	The Criminal Knight Gangsters
INT	Intruders	TFSN	The Fresno Boys Norteno
KAM	Krazy Ass Mexicans	TMC	The Midnight Cruisers
LAR	La Raza	TRSG	The Rolling Superior Guys
LIB	Living in Biola	X4G	X4 Gangsters
LMC	Los Mas Chincones	VOC	Varrio Orange Cove
LO	Los Olivos	VOR	Varrio Del Rey
LP	Los Projectos Nortena	VP14	Varrio Parlier 14
M13	Mendota 13	VPLR	Varrio Parlier La Raza
M14	Mendota 14	VSRB	Varria Selma Rifa Boys

TOTAL 50

FRESNO COUNTY WHITE STREET GANGS

Graffiti	Gang Name
187P	1877 Posse
SHARP	Skinheads Against Racial Prejudice
SWP	Supreme White Power
WPRI	White Pride

TOTAL: 4

FRESNO COUNTY MIXED RACE GANGS

Graffiti	Gang Name	
ACMODo	Asian Crip Modesto	(Asian - Black)
DB	Dale Boys	(Mexican - White)
MHSC	Modesto Hit Squad Crip	(Asian - Black)
TDB	The Dakota Boys	(White - Black)
TLEM	The Lench Mob	(White - Mexican)
TLYM	The Lynch Mob	(White - Black)

TOTAL: 6

FRESNO COUNTY BLACKS STREET GANGS

Graffiti	Gang Name	GraffitiGang Name	
107HC	107 Hoover Crip	GSC	Grape St. Crip
4/3VB	4/3 Villain Blood	HB	Hood Boys
6/2DIA	6/2 Diamond Crips	LSB	Lee St. Boys
811	8-11 Crips	MSP	Maple/Shields Posse
6/2Rolli	6/2 Rollin	NTP	North Town Posse
ASM	A Street Mob	R30SC	Rollin 30s Crip
CRIP	CRIP	R60SC	Rollin 60s Crip

DBC	Drummond Boys Crip	SSG	Samson St. Gang
DRC	Du Roc Crip	SVC	Stevenson Village Crip
FB	Florence Boys		
FIGB	Fig Boys Blood	USBU	Street Boys
FWD	Fink White Duce	VP	Villa Posse
WSBPS	Westside Black Peace Stone		
WSSB	Westside Strother Boys		

FRESNO COUNTY ASIAN STREET GANGS

Grafitti	Gang Name	Grafitti	Gang Name
209AC	209 Asian Crim	MBS	Mongolian Boys Society
AB	Asian Boys	MB	MongolianBoys
ABC	Asian Boy Connection	PMOD	Peace Men of Destruction
BS	Black Shadow	NWA	Nips With Attitude
CSLC	Cold Blooded s Cambodian	OB	Oriental Boys
CLB	Cool Lover Boys	OIB	Orientals In Black
COC	Cambacian Over Cook	OLB	Oriental Lazy Boys
CTLB	Clovis Thai Lai Boys	ORB	Oriental Raider Boys
DBDB	Danger Boys Dog Boys	RAG	Ruthless Asian Gangsters
FFS	Fresno Fang Boys	RN	Ruthless Nips
FOC	Fresno Oriental Crip	SKB	Street Killer Boys
KCB	King Cobra Boys	TKB	Thai Killer Boy

KHB	Khmer Hamburger Boys	TLD	The Latin Dukes
LOG	Little Oriental Gangsters	TRG	Tiny Rascals Gang
LRS	Little Rascal Boys		
LV	Laotion/Vietnamese		

TOTAL: 30

WHAT IS A GANG?

1. A group of youngster who "hang around" together and are almost always involved in some form of criminal activity.

2. A gang has a certain dress code:
   - always wear a special color
   - has logos
   - wear baggy pants and shirts
   - wear jackets and caps, bandannas with their gang color.

3. Claim a turf (claim an area).

4. Involved in writing graffiti.

5. Involved in fighting with other gangs and individuals.

6. Involved with drugs and alcohol (i.e. using, abusing, and selling drugs).

* Clubs can be similar to gangs and can even become gangs.

* Anyone can join a gang.

GANG MEMBERSHIP CRITERIA

THE FOLLOWING CRITERIA SHOULD BE USED TO DETERMINE GANG MEMBERSHIP.

THE SUBJECT NEED MEET ONLY ONE OF THE FIVE LISTED REQUIREMENTS TO JUSTIFY DOCUMENTATION AS LONG AS LEGITIMATELY APPLIES. HE/SHE DOES NOT NEED TO *CLAIM* TO BE DOCUMENTED.

1.) Admits gang membership.

2.) Has tattoos, wears or possesses clothing or other paraphernalia that is primarily associated with a specific gang.

3.) Arrested for participating in delinquent/criminal activity with known gang members.

4.) Police records and/or observations confirm the individual's close association with known gang members.

5.) Reliable informant identifies him *as* a gang member.

REASONS WHY KIDS JOIN GANGS

ATTENTION

EXCITEMENT OF GANG ACTIVITY

FAMILY TRADITION

FELLOWSHIP

FINANCIAL BENEFIT

IDENTITY

IDENTIFICATION

INTIMIDATION

LACK OF A FAMILY UNIT

LACK OF POSITIVE ROLE MODELS

LACK OF REALIZATION OF THE HAZARDS

LOW SELF-ESTEEM

PEER PRESSURE

POPULARITY

PROTECTION/SECURITY

RECOGNITION

SOMETHING TO THINK ABOUT

WHAT A HEALTHY FAMILY PROVIDES FOR A YOUNG CHILD	WHAT A YOUTH GANG PROVIDES PROVIDES FOR A YOUNG CHILD
ACCEPTANCE	ACCEPTANCE
COMFORT	COMFORT
COMPANIONSHIP	COMPANIONSHIP
CONSEQUENCES	CONSEQUENCES
EDUCATION	EDUCATION
ENCOURAGEMENT	ENCOURAGEMENT
EXCITEMENT	EXCITEMENT
INFLUENCE	INFLUENCE
LEADERSHIP	LEADERSHIP
LIMITATIONS	LIMITATIONS
LOVE	LOVE
POWER	POWER
PREPARATION FOR MAKING A LIVING	PREPARATION FOR MAKING A LIVING
RECOGNITION	RECOGNITION
RECREATION	RECREATION
RESPECT	RESPECT
REWARDS	REWARDS
ROLE MODELS	ROLE MODELS
RULES	RULES
SECURITY	SECURITY
SELF-ESTEEM	SELF-ESTEEM
SENSE OF BELONGING	SENSE OF BELONGING
SIBLINGS	SIBLINGS
STATUS	STATUS
STRUCTURE	STRUCTURE
TRANSPORTATION	TRANSPORTATION
WARMTH	WARMTH

NATURAL CONSEQUENCES OF FEMALE GANG MEMBERSHIP

Some of the following are some of the natural consequences a female gangmember will experience in her life. These consequences will not be experienced by all females involved in gangs. The extent of involvement will determine the range and scope of the consequences.

1. Loss of identity-sense of "self."
2. Loss of parents, friends and family trust.
3. Change in physical appearance:
   a. Tattoos (i.e. gang name, boyfriend, nickname)
   b. Scars from fighting
   c. Hair, make-up (more or lack of it), clothing.
4. Change of vocabulary.
5. Change of friends (but not always).
6. Behavior, grades and attendance in school begin to decline.
7. Use drugs to fit in is an expected behavior in a gang.
   a. Peer pressure
   b. Possible addiction or overdose
8. Becomes sexually active
   a. Peer pressure from older members of gang
   b. "Self" not emotionally/physically ready
   c. have to deal with consequences of being sexually active
      1. Sexually Transmitted Diseases to "Self" or unborn child
      2 Pregnancy
      3. Abortion
      4. Teen motherhood
         a. Single parenthood - lack of father being involved with "Self" and child
         b. Welfare recipient
         c. No time with "Self's" needs
         d. Children at risk of being involved with gang and/or drug culture
9. Being an accomplice to a criminal act
   a. Peer pressure
   b. In the company of "homeboys" i.e. their criminal act affirming that you're "down for the "Hood".
   c. In Juvenile Justice System for assisting or committing a criminal act
      1. Juvenile Hall
      2. Probation

10. Getting harassed by the police
    a. Documented gang member
    b. Associate with documented gang member(s)
11. Suspension or Expulsion from school
    a. Fighting
    b. Having drugs or weapons on campus
    c. Behavioral problems
12. Lack of an education - drop out of school for various reasons
    a. Lack of motivation, family problems
    b. Gang membership
    c. Teen motherhood

PASSION AND COMPASSION

How To Get Out Of A Gang

As gang members mature in the jungles of the gang world, sooner or later, they are forced into learning that evil ways lead to a criminal galaxy of pain, betrayal, violence and instant death. In particular, this teaches them that gangsters are full of lies which lead children into thinking that gang membership is needed to survive. This is the big lie of lies.

Inevitably, as gang members and their loved ones become victims of their self-perpetuating cancer, there comes a time when the personal and environmental pressures hit them hard and downs them. Consequently, after exploding violently against society, they explode emotionally and cry. This experience usually comes during a moment of privacy, which in turn comes after attending the wake or funeral of a loved one. For the most hard-core gangsters, however, it usually takes attendance at ten to one hundred funerals of loved ones to reach this turning point. When it comes, unequivocally, their hearts, which are full of feelings, cry out to God for His forgiveness, compassion and guidance in overcoming the turbulence of their lives. It is at this time, that they seek for a way out of gangs.

The following recommendations are based on the life experiences of professionals who got out of gangs and replaced their destruction with constructive, healthy, responsible activities. Although these recommendations are limited, they offer a good start for youth contemplating a way out of gangs.

- Think and Believe that You Can Get Out of a Gang.
If the gang member does not truly believe that he can get out, then all efforts are a waste of time. No one can get the gang member out of - the gang if he or she does not want to.

- Reduce the Time Spent with the Gang.
Leaving the gang does not come easy. Moving away is often not enough to sever gang ties. Thus, the gang member need to understand that a gradual separation is part of the process of leaving the gang.

- Replace Gang Activities with Other Alternatives.
Instead of hanging out with the gang, the gang member must spend his or her time on alternatives, such as sports, education, the arts, religion, employment, etc.

- Remove Gang Tattoos, Modify One's Speech and Change Dress Attire.
Most humans are conditioned to judge each other based on physical appearances, therefore gang members seeking a way out are obligated to remove their gang tattoos, communicate decently and change their dress attire.

TIPS FOR PARENTS

1. Know friends of your son or daughter.
2. What influence do they have on your son or daughter?
3. What do they do with their free time?
4. Occupy their free time.
   Example: school sports and/or clubs; community-based recreation; after school tutoring and homework assistance; family outings.
5. Give them responsibility.
6. Develop good communication with your child(ren).
7. Spend time with your children.
8. Don't let them dress in gang colors or have paraphernalia in the house (i.e. bandannas, khaki pants, clothes that have gang names or symbols, weapons, etc.).
9. Do not allow them out late at night.
   a. Supervise them.
   b. Know where they are going and with whom.
10. Develop anti-gang attitudes in the house.

11. Be knowledgeable about gangs
    a. Attend presentations in the communities.
    b. Know about dress, language, drugs, and family systems.
12. Participate in your child's education. Get involved with the school (i.e. parent volunteer programs).
13. Join the neighborhood watch and other neighborhood programs.
14. Set a good example for your children. Teach self-discipline and respect.
15. Do not be afraid to discipline your children.
16. Keep weapons locked-up in the house away from the children.

OUR CHALLENGE

In California everyday, two Americans are murdered indiscriminately by gang violence. This is created by intra-and inter-racial rivalries between approximately 100,000 gangs members who belong to approximately 1500 multi-racial gangs. How did they get stated and who is to blame? The origins of each gang vary, but the fact remains, gangs have been evolving since the 1900's.

Today the blame belongs to you and me and all of us. Therefore unless WE THE PEOPLE share in the responsibility and hold each other accountable for the prevention, curtailment, and eradication of gang violence, then we become accomplices in the killing of our children. As such in the name of children, family, community and country, we must not tolerate further gang killings. Instead, let us learn to work together and create new strategies to achieve success and survival.

SOLUTION TO GANG VIOLENCE

The solution to human self-destruction begins with understanding that we have a choice. We can stop the killings and control our destiny by making healthy, responsible decisions. Or we can be irresponsible and let others kill our families. Our children demand that we be bold in exercising responsible leadership to prevent together with all ethnic groups, male and female, young and old, professional and non-professional.

Presently, there are three approaches used to address gang violence: suppression, intervention and prevention. The suppression approach is police-based and it encompasses the identification, arrest and incarceration of targeted gangsters. The intervention approach is often community-based and it focuses on working with known gang members and their families to curtail violent gang activities. The prevention approach is preponderantly school-based and it targets gang members, gang imitators, non-gang members, parents, teachers, and inter-agency personnel.

LESSONS OF GANG HISTORY
proven Success in Schools

- Programs supported by school board policies and administrative regulation on drugs and gangs are effective.
- Programs that focus on teaching attitudinal and behavioral changes to children are effective. Children often use these skills at home and in the community.
- Programs that teach children how to secure personal safety, self-esteem and peer assistance leadership are exemplary.
- Programs that teach children how to make responsible decisions and identify corresponding consequences are effective.
- Programs that are based on high level inter-agency cooperation are exemplary. They serve to encourage a unity of purpose and unity of command which ultimately foster a shared decision-making.
- Programs that offer inter-active group sessions for students, parents and teachers and that provide follow-up and one-on-one counseling

sessions are effective.
- Programs composed of committed parents, educators, students and inter-agency professionals who are ready to go the extra mile, beyond the call of duty, are exemplary.

QUALITIES OF A GOOD ROLE MODEL

Acceptance of differences
Appropriate attire
Care for Self and others
Choices
Commitment
Communication
Consistent
Diverse
Empathy
Fun
Good
Hygienic
Honest
Humorous
It's OK to make mistakes
Kind
Knowledge of systems
(i.e. policies, rules, values, rights of others, etc.)
Modest
No physical threats
Open-minded
Optimistic
Punctual
Positive
Respectful of Self,
Respects boundaries
Responsible
Reliable
Supportive
Set limits
Share feeling, experiences
Safe
Transportation
Trustworthy
Understanding
Unselfish

WHAT A ROLE MODEL SHOULD NOT BE

Dishonest
Disrespectful
Doesn't seem to listen to all side
Favoritism
Gives up/not weak
Harmful to people
Inconsistent
Judgmental
Narrow-minded
Not humorous
Prejudiced
Poor communication skills
Rude
Ruler/partners
Practicing drugs and alcohol
Selfish
Sabotages
Untrustworthy
Unreliable
Unfair
Thinks he/she is godly
Not assertive
Perfectionist
Poor attitude

*This list was compiled by the residents of Olive Street Bridge

Fresno Police Department
1993

APPENDIX H

STUDY BUDDIES

STUDY BUDDIES

During the first week of instruction, you will be asked to find at least two other students so you can exchange names and phone numbers with them. Should you be absent, your study buddies are responsible for picking up all handouts, taking notes for you, and giving you any critical information you may have missed. You, in turn, will do the same for them.

Do not ask you instructor to update you on material you may have missed because of absences. That is the function of your study buddies.

Study buddies may not pick up graded assignments that were passed back on a day you were absent.

If you study buddies turn out to be less than reliable, pick new ones. If, however, they are responsible, congenial individuals, you may want to form a study group for the exams. Studies clearly show that students who do cooperative (group) studying earn better grades in school. Since I do not grade on a curve, you do not need to engage in cutthroat competition with other students. Working together can be to everyone's advantage.

Study Buddy Information

Name
Address
Home Phone Number
Message Phone
****
Name
Address
Home Phone Number
Message Phone
****
Name
Address
Home Phone Number
Message Phone
****

by J. Newcomb

APPENDIX I

SOURCES OF STRESS FOR CHILDREN

SOURCES OF STRESS FOR CHILDREN
(revised from J. Newcomb)

- PARENTS
- EMOTIONAL ABUSE
- DIVORCE
- JOINT CUSTODY
- FAMILY VIOLENCE
- POVERTY
- SINGLE PARENTING
- INFORMATION OVERLOAD
- EMOTIONAL OVERLOAD
- CLASSROOM

STRESS TEST FOR CHILDREN

LIFE EVENT	VALUE
1. Death of a parent	100
2. Divorce of parents	73
3. Separation of parents	65
4. Parent's jail term	63
5. Death of a close family member	63
6. Personal injury or illness	53
7. Parent's remarriage	50
8. Suspension or expulsion from school	47
9. Parent's reconciliation	45
10. Long vacation	45
11. Parent or sibling illness	44
12. Mother's pregnancy	40
13. Anxiety over sex	39
14. Birth or adoption of a new baby	39
15. New school/classroom/teacher	39
16. Money problems at home	38
17. Death or moving away of close friend	37
18. Changes in studies	36
19. More quarrels with parents (or parentsquarreling more)	35
20. Change in school responsibilities	29
21. Sibling going away to school	29

22.	Family arguments with grandparents	29
23.	Winning school or community awards	28
24.	Mother or father going to work or stopping work	26
25.	School beginning or ending	26
26.	Family's living standard changing	25
27.	Change in personal habits	24
28.	Trouble with parents (lack of communication, hostility)	23
29.	Change in school hours	23
30.	Family's moving	20
31.	New sports, hobbies, family recreation	20
32.	Change in church activities	19
33.	Change in social activities	18
34.	Change in sleeping habits, giving up naps	16
35.	Change in number of family get-togethers	15
36.	Change in eating habits	15
37.	Vacation	13
38.	Hanukkah/Christmas	12
39.	Breaking home, school or community rules	11

STRESSFUL EXPERIENCES FOR PRESCHOOLERS (TWO TO FIVE)

toilet training
starting school
sharing
cooperating
being disciplines, accepting no
taking orders
separating from parents
not being understood when still learning to speak
being afraid of strange animals, people, noises, situations
routine being interrupted
parents fighting
new sibling(s)

STRESSFUL EXPERIENCES FOR CHILDREN (SIX TO TWELVE)

pressure to preform academically
pressure to conform to rules
being teased
being embarrassed
getting angry
feeling jealous
not being listened to
being ignored
not being allowed to do things when the child thinks he can
being overworked
competition
being excluded
fights with friends
parents fighting
threat of violence (media and real life)
being left alone
parent's traveling
starting new things
criticism
brothers and sisters
responsibilities
report cards
forgetting homework or chores
being pushed around
making new friends
money worries
tests
missing family

cleaning up your room
fear of death (own or someone else's)
teachers getting angry
failing
deadlines for assignments
being asked questions in class
being unable to fall asleep
video games
not having designer clothes among peers who do
being grounded
arguments with parents

SPECIAL STRESSES FOR AGES ELEVEN TO THIRTEEN

body changes (especially sexual development, height, weight)
the opposite sex
concern about what's fair
drugs and sex
peer pressure
self-consciousness
communication problems with parents

SIGNS OF A STRESSFUL CLASSROOM

A visit to your child's classroom can give you some indication of the absence or presence of stress. Be on the lookout for the following signs of stress:

- Unhappy children
- Bored children
- Children hesitant to talk
- Frequent fighting or other aggressive behavior
- A teacher who rules with an iron hand
- Harsh punishment
- Fierce competition
- Old or out-dated bulletin boards
- A tired, burned-out teacher
- Materials and equipment kept under lock and key
- Reading instruction for all kindergartners or preschoolers
- Large group instruction, with no provisions made for absences, grouping or individualized instruction
- No instruction at all
- Vandalism
- Clutter, trash, or debris on the floor
- Emphasis on improving test scores, rather than on learning
- Dull assignments
- Permission required - for everything

APPENDIX J

WHAT EVERY CHILD NEEDS FOR GOOD MENTAL HEALTH

WHAT EVERY CHILD NEEDS FOR GOOD MENTAL HEALTH

To grow healthy and strong, children should have good food, plenty of sleep, exercise and fresh air. Children have emotional needs too. To have perfect health- to be both healthy and happy - all children require...

LOVE (Every child needs to feel)

... that his parents love, want and enjoy him
... that there are people near him who care what happens to him

INDEPENDENCE (Every child needs to know)

... that his parents want him to grow and that they
... encourage him to try new things
... that they have confidence in him and in his ability to do things for himself and by himself

ACCEPTANCE (Every child needs to believe)

... that his parents like him for himself, just the way he is
... that they always accept him, even though often they may not approve of the things he does
... that they will let him grow and develop in his own way

FAITH (Every child needs to have)

... a set or moral standards to live
... a belief in the human value of kindness, courage, honesty, generosity and justice

SECURITY (Every child needs to know)

... that his parents will always be on hand, especially at times when he needs them most
... that he belongs to a family or group; that there is a place where he fits in

GUIDANCE (Every child needs to have)

... friendly help in learning how to behave toward persons and things
... grown-ups around him who show him examples how to get along with others

PROTECTION (Every child needs to feel)

... that his parents will keep him safe from harm
... that they will help him when he must face strange, unknown and frightening situations

CONTROL (Every child needs to know)

... that there are limits to what he is permitted to do and that his parents will hold him to these limits
... that though it is alright to feel jealous or angry, he will not be allowed to hurt himself or others when he has these feelings

It is important that all adults that work with children need to let them know by words and actions that they are with them and for them and not "against" them. Children whose basic needs are satisfied have a better chance to grow up in good mental health add to become mentally healthy adults-people who are good parents, good mates, good workers, good neighbors and good citizens.

FRESNO UNIFIED SCHOOL DISTRICT

50 WAYS TO SAY "GOOD FOR YOU"
(suggestions from Child, Family and Society class)

A little praise goes a long way in any situation. But "a little praise" really needs to be something more than the same few phrases repeated over and over again. Your child needs more than the traditional "good" and "fine" for encouragement. Here are some additional possibilities.

That's really nice
Thank you very much
That's great
That's clever
I'm proud of you
Keep it up
Good job
Very creative
Much better
WOW!
Terrific!
Fantastic!
Beautiful
Excellent
Marvelous
You make it look easy
I like the way you are working
That's right! Good for you
Now that you've figured it out
You are waiting so quietly
It is really hard to wait
You are really listening
That's a good point
You are doing a good job
That's coming along nicely
Keep up the good work
That's quite and improvement
I appreciate your help
My goodness, how impressive
You're on the right track
That's a great observation
You've got the hang of it
That's an interesting way to look at it
It looks like you have put a lot into this
I'm very proud of the way you are working
Thank you for...

Right on
Awesome
For sure
Super
That's sharp
Exactly
Good thinking
Nice going

THIS IS JUST A BEGINNING... I AM SURE YOU CAN THINK OF MANY MORE.

HOW TO GAIN THE COOPERATION OF CHILDREN
(revised from Fresno State University lecture)

USE A QUIET, CONFIDENT TONE OF VOICE WHEN YOU SPEAK TO A CHILD. If you speak quietly, a child will respond better to you than if you raise your voice and speak in a commanding tone.

MAKE DIRECTIONS SPECIFIC; USE AS FEW WORDS AS POSSIBLE. A demonstration may be more effective than words. When limits are necessary they should be clearly defined and consistently maintained. Too much talking results in children not paying attention to what you are saying.

GIVE THE CHILD PLENTY OF TIME. A child often resists if hurried.

WHEN THE CHILD IS GIVEN A CHOICE, YOU MUST HONOR IT.

MAKE YOUR SUGGESTIONS POSITIVE. State what you want done, rather than what you don't want done. Avoid using the word "don't." You will get much better results if you say, "Please place the whistle in your pocket" instead of "don't blow the whistle."

INTEREST THE CHILD IN DESIRABLE BEHAVIOR. Help children by making desirable behavior seem more interesting and fun. You may help by giving children something to look forward to after completing a task.

ENCOURAGE THE CHILD TO BE INDEPENDENT. Allow enough time for children to complete tasks. Help only when needed. Let a child wipe up spilled juice or water, even though you may have to go over the spot afterwards.

WHEN CHILDREN PLAY TOGETHER, ENCOURAGE THEM TO COOPERATE WITH AND ENJOY OTHER PEOPLE. Children will more likely grow into considerate people if their experiences with others have been pleasant. They will not have fun if they are scolded for mistakes.

IF DISCIPLINE IS NECESSARY, BE SURE THAT THE CHILD UNDERSTANDS CLEARLY WHY IT IS BEING ADMINISTERED. Be calm, consistent in your requirements, and appreciative of efforts and progress in the right direction.

SPOTLIGHT CONSEQUENCES

RESTRAIN BEHAVIOR

GET DOWN TO THE CHILD'S PHYSICAL LEVEL

BE AN ATTENTIVE LISTENER

FORESTALL UNACCEPTABLE BEHAVIOR

WHEN ALL ELSE FAILS... Find ways to revise plans, laugh a bit or just admit "This is not my child's day!"